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ABSTRACT

This activity guide accompanies a video designed to provide creative and engaging lessons to supplement classroom drug and violence prevention efforts. The materials are built around the excitement and motivating lessons and themes of the Olympic Games. The activity guide contains seven sections: (1) "Introduction"; (2) "Building Resiliency"; (3) "Teaching Prevention," which provides suggestions for Grades K-4, Grades 5-8, and Grades 9-12; (4) "The Olympic Spirit"; (5) "Lessons Plans," includes: "Run to Atlanta," "Make On-Target Decisions," "Know Your Routine to Say No," "Express Your Feelings," "Reach for Your Dreams," "Chart the Course to Your Future," "Get the Message," "Team Up to Meet a Need," and "Symbols of Diversity"; (6) "Conducting a School-Wide Effort," and (7) "Resources." (EH)

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Resiliency

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Resiliency

Applying the ideals of the Olympic experience to drug and violence prevention lessons.

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Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program

The Olympic Spirit: Building Resiliency in Youth project was developed and distributed entirely under a grant from the U.S. Department of Education's Safe and Drug-Free Schools Program.

The themes from the Olympic Games were developed in cooperation with the U.S. Olympic Committee.

Lesson plans and other materials offered in this teacher's guide are for information only. Their use by schools and teachers is voluntary.

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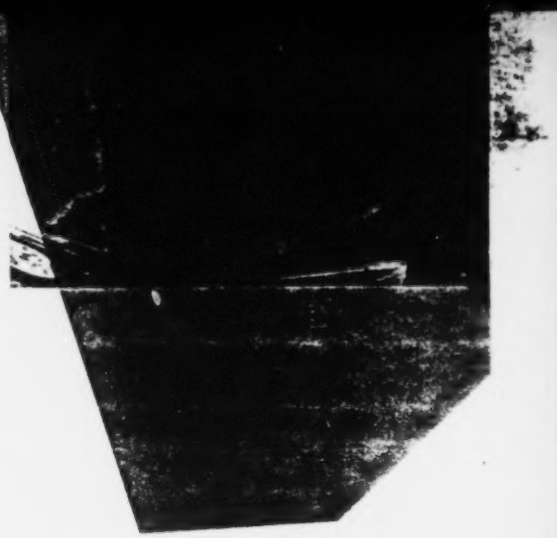

Teamwork...aspirations...discipline...
camaraderie...peace...physical fitness...
achievement...overcoming obstacles...
honor...respect...opportunity...support

These are just some of the things people think of when they think about the history, excitement, drama, and potential of the Olympic Games. As educators, these ideals and attributes also have real and important meaning in our work to help students develop in healthy ways.

Research tells us that what works in the prevention of harmful health behaviors—such as alcohol, tobacco, and other drug use and violence—is to reduce risk factors and build protective factors. In doing so, individuals develop resiliency against the negative impact of the risk factors in their environment. Building resiliency is a positive approach to drug and violence prevention. It sees children and adolescents as resources to be developed. The focus is on strengthening the personal and environmental protective factors that contribute to young people's resiliency—the ability to adapt to changes and deal with difficult situations in a positive way.

The *Olympic Spirit: Building Resiliency in Youth* project is a teaching resource designed to provide creative, practical applications of this positive approach to prevention. Using exciting, motivating lessons and themes from the Olympic Games, the video, teacher's guide and poster contained in this curriculum supplement offer teachers an opportunity to enhance and extend their school's drug and violence prevention curriculum across disciplines and into the community.

As educators it is our goal to support student development and help them become resilient, and, as a result, strong, healthy individuals, ready to learn and achieve their full potential.

Preface

Introduction

This teacher's guide is intended to provide educators with information on a promising approach to drug and violence prevention efforts in our schools and specific learning activities which can be implemented using this approach to prevention. Thematically focused on the Olympic Games, the learning activities are designed to complement, extend, and add excitement to a school's existing alcohol, tobacco, and other drug and violence prevention curriculum.

It is strongly recommended that the first three sections of this guide be reviewed prior to delivering the lessons that follow. An overview of the resiliency concept and drug prevention education is provided in the first two sections of this guide. As these materials are designed to complement schools' existing drug prevention curricula, teachers are encouraged to review their school's drug and violence prevention curriculum and consult with the staff member responsible for delivering it to ensure compatibility of messages. Sources of additional information on drug prevention and resiliency are included in the "Resources" section at the back of the guide.

"The Olympic Spirit" section of the guide presents a brief overview of the history of the Olympic Games as background for teachers conducting the lessons. It features interesting facts about the Olympic Games which can be incorporated into the lessons which follow. This section also highlights the relationship between the spirit of the Olympic Games and the characteristics of resilient youth. Additional sources of information on the Olympic Games are listed in the "Resources" section.

Nine sample lesson plans follow. Each one is designed to strengthen a specific competence characteristic of resilient youth and incorporates facts or ideals drawn from the Olympic experience. Because we know that in order to be effective, drug and violence prevention education must be an ongoing process and be reinforced throughout the curriculum, these supplemental activities are intended to be integrated throughout the curriculum by a variety of teachers. The lessons are multi-disciplinary and can be presented in many classes, including social studies, language arts, lifeskills, and health.

Each lesson begins with learning objectives and background information for teachers, followed by a suggested process for the learning activity. Written with middle school students in mind, the lessons can easily and appropriately be adapted for use with older and younger students.

The lessons and activities should be adapted by teachers to better fit their curriculum, teaching

style, and the specific needs of their students. Suggestions for doing so appear at the end of each lesson. In addition, there are many opportunities to include students with disabilities in these learning activities. Students with disabilities, although sometimes overlooked in prevention programs, experience similar risks for involvement with drug use and violence. As such, they too can benefit from participating in these learning activities designed to strengthen characteristics that will help all students avoid such harmful behaviors. Inspiring themes and examples from the Special Olympics or the Paralympic Games* can also be incorporated into these lessons by the teacher for the benefit of all students.

Finally, some lessons contain a "Going for the Gold" column suggesting ways in which the lesson can be extended or the competence can be further strengthened by working with other teachers or staff members.

Students do not become resilient as the result of one lesson or experience. These themes and lessons are designed to provide teachers with ideas for creating their own innovative learning and skill-building activities to strengthen protective factors and foster resiliency among students.

Suggestions on creative ways to involve other school personnel, parents, and the larger community are included throughout the guide and in the "Conducting a School-Wide Effort" section. Together, teachers, schools, family members, and others in the community can contribute to efforts that foster resiliency and promote a safe and drug-free environment for all students.

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* The Special Olympics offer athletic opportunities to amateur athletes with disabilities. Like the Olympic Games, the Special Olympic World Games are held every four years with participating athletes representing countries worldwide. The Paralympic Games are the world's premiere event for athletes with disabilities. Held every four years following the Olympic Games, they inspire a message of athletic excellence, quality and dignity. Athletes participate in 4 major classifications of events: blind and visually impaired athletes; paraplegic and quadriplegic; people with cerebral palsy; amputees; and others. Both the Special Olympics and the Paralympics are recognized by the International Olympic Committee.

Building Resiliency

The *Olympic Spirit: Building Resiliency in Youth* project is designed to foster students' resiliency and thus increase their resistance to drug use, violence, and other harmful behaviors. Building resiliency is something you can do in your day-to-day work with students of all ages to help them deal with the wide range of situations they may face.

WHAT IS RESILIENCY?

Resiliency has been defined in several ways. For this project, we have selected the following definition: the ability to adapt to changes and transitions, and to deal with difficult problems and situations in a positive way.

The concept of resiliency emerged from studies of children who grew up in adverse environments that included poverty and family disorder. Researchers followed the lives of these children from birth until adulthood. They found that even though many of these children faced difficulties growing up, most became competent, caring, confident adults. Those who developed in healthy ways despite the exposure to adverse circumstances or "risks" were identified as resilient. The research discovered several common personal and environmental factors that contributed to this resilience.

Resiliency is a quality that can be nurtured and developed in all children, not just ones growing up in adverse environments. As they grow into adulthood, all children encounter changes and stressful situations. By providing and strengthening the factors that promote resiliency among your students, you can help them cope with a variety of situations in a healthy way.

RESILIENCY AND DRUG & VIOLENCE PREVENTION

Researchers have applied the concept of resiliency to the understanding of the prevention of drug use and other harmful behaviors. They have identified factors that are related to an increased likelihood that young people will use alcohol, tobacco, and other drugs. These *risk factors* include: rebelliousness, friends who use drugs, positive parental attitudes towards drug use, lack of life skills, and lack of bonds to the community. Researchers have also identified *protective factors* that seem to mediate the effects of risk factors and increase the likelihood that young people will not use drugs or engage in other harmful behaviors. Some of these are personal characteristics and skills, such as a sense of autonomy, a positive self-image, a sense of purpose and future, and life skills such as decision-making and communication skills. Other protective factors are characteristics of the young person's environment, including the existence of supportive relationships, high

and positive expectations, and opportunities to participate in meaningful activities.

HOW TO BUILD RESILIENCY

There are many ways in which schools and teachers can enhance protective factors for students. These include:

- Building Competencies
- Promoting a Positive Environment
- Providing Information
- Encouraging Strong Ties to the Family and Community

A description of each of these four approaches to strengthening protective factors that contribute to resiliency follows.

Building Competencies

As an educator, you can increase your students' resiliency by providing opportunities for them to acquire and strengthen the following personal skills, or competencies:

Cognitive Competence—The ability to think reflexively, abstractly, and flexibly; and a willingness to attempt alternate solutions for both cognitive and social problems.

Social Competence—The ability to be flexible, empathic, and caring; to act independently and exert some control over one's environment; to communicate effectively; and a willingness to engage in pro-social behavior and show a sense of humor.

Goal-Oriented Competence—The ability to set goals and make plans for the future; a sense of purpose, success orientation, achievement motivation, educational aspirations, persistence, and a belief in a bright future.

Physical Competence—The ability to make positive decisions concerning one's health; good nutrition, fitness skills, and knowledge of how to avoid risky situations and behaviors.

Civic Competence—The ability to serve as a responsible, contributing member of society; a desire to be involved in efforts that contribute to the common good; citizenship skills including participation in community service and respect for diversity.

(Adapted from "Building Resiliency: What Works!," National Assembly, 1994)

These competencies serve as protective factors and contribute to students' resilience. This teacher's guide includes nine lessons designed to build skills within these five competency areas. The lessons incorporate a variety of learning styles and emphasize cooperation and team work. These five competencies are also characteristic of many Olympic athletes, and the spirit of the Olympic Games embraces many of these qualities. Each lesson draws on this connection as an example and inspiration.

In addition to using these lessons, there are many other activities and strategies that can be employed in the classroom to develop these five competencies among students. Here are some of the things you can do:

Conduct activities that develop life skills—Help your students develop basic skills such as decision-making, communication, problem-solving, anger management, stress management, refusal skills, and leisure and recreation skills. These skills will prepare students to successfully handle all kinds of situations.

Provide leadership and decision-making opportunities—Involve students in the planning of classroom activities and the development of classroom policies. These leadership opportunities will promote a sense of ownership and autonomy.

Establish clear rules and specify consequences—Make students aware of classroom rules, including those related to use of drugs or engaging in violent behavior, and the consequences for breaking them. Clear rules will help students develop self-control and self-discipline.

Be a role model—As a teacher, you

are a personal role model for all students. By modeling appropriate behavior, you will encourage students to learn positive ways to communicate, make decisions, and develop relationships.

Promoting a Positive Environment

The environment in which students live, study, and play can also serve as an important protective factor in their lives. There are many things you can do in your daily communication and interaction with students to promote a positive classroom and school environment, including:

Set high, achievable standards for all of your students and encourage them to achieve—This will help them develop self-esteem and self-confidence.

Encourage healthy living—Make your students aware of the value of good nutrition and physical fitness. Stress the short- and long-term benefits of a healthy lifestyle, and encourage the active involvement of all students in school, family, and community activities that do not include alcohol, tobacco or other drug use. This will help students make positive choices concerning their health and develop social bonds with their parents, friends, school, and community.

Provide nurturing and caring relationships—Students need opportunities to interact with caring adults in healthy environments. Make your classroom a caring and supportive environment. A caring environment will help students develop positive relationships and bonds to peers and the school, and motivate them to achieve.

Encourage interaction among students—Provide opportunities for students to work collaboratively, including the use of work groups and partners. Cooperative learning experiences will help students develop communication and teamwork skills. In addition, emphasis on student interactions also provides an opportunity for students to learn and practice negotiation skills, anger management and dispute settlement, and develop positive relationships with peers.

Encourage respect for self and others—Increase student awareness of and respect for teachers and fellow students and their varied opinions and values. Encourage an appreciation of and respect for differences in cultures, personalities, skills, and learning styles in the classroom and community. An appreciation of diversity enhances student communication skills and respect of self and others.

Providing Information

Students need to know the facts about alcohol, tobacco, and other drugs. Studies indicate, however, that providing information in itself will not reduce young people's use of these substances. In giving your students the facts about these substances, it is crucial to always promote a clear, no-use message and ensure that students understand the harmful personal, social, and legal consequences of drug use and involvement in violence. Here are some of the things you can do:

Tell your students about the harmful effects of using drugs—Inform your students about the harmful mental and physical effects of using alcohol, tobacco, and other drugs. Emphasize the short-term and long-term effects of drug use on growing bodies and minds. Make sure the information you provide is scientifically accurate and relevant to the students' experiences.

Inform your students about the legal consequences of using drugs—Make your students aware of your school and community policies regarding drug use. Stress that alcohol use is illegal for anyone under the age of 21, and that drugs such as marijuana and cocaine are illegal for everyone. Make sure that they understand the state laws concerning use of tobacco. Students need to be aware of the short- and long-term consequences of breaking these laws.

Emphasize that most young people do not use drugs—Dispel the myth that "everyone else is doing it."

(Sources of information on alcohol, tobacco, and other drugs are included in the "Resources" section of this guide.)

Encouraging Strong Ties to the Family and Community

To be truly successful, prevention efforts for youth should encourage strong ties to the school, family, and community. These ties or bonds serve as additional protective factors in the lives of your students and contribute to their resiliency. Here are some of the things you can do to encourage these ties:

Communicate with and involve parents and other family members—Parents and other family members can be important partners in prevention. Provide them with information on drug and violence prevention and resiliency. This will help reinforce the prevention information given at school and increase protective factors within the students' families. Invite parents and other family members to participate in school activities to help strengthen bonds between students and their families. Schedule activities at different times of the year so that all parents can attend.

Provide opportunities to contribute to the community—Involve your students in volunteer and community service activities. Help students learn that they can contribute in meaningful and important ways to the well-being of their community (school, neighborhood, or city). Service activities help students develop responsibility, productivity, self-worth, and a sense of accomplishment.

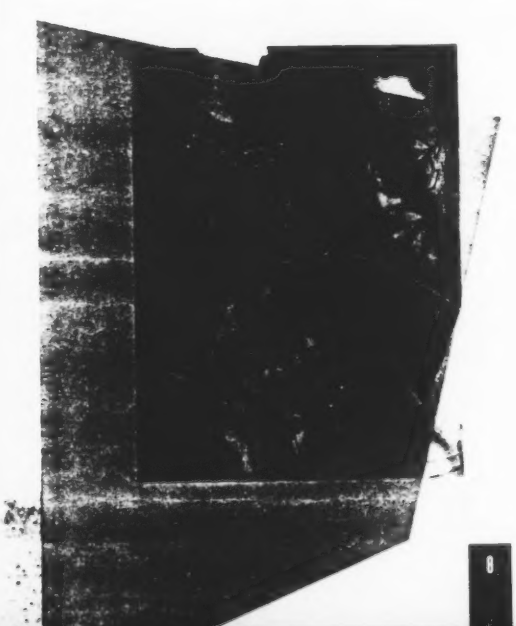
Identify networks of support—Help students identify people in their community to whom they can turn for companionship, guidance, and support when needed. This will help students develop support systems among teachers, relatives, friends, and other members of the community.

Alcohol, Tobacco, and Other Drug Prevention

Building resiliency is part of a comprehensive approach to drug and violence prevention. While the ideas provided above can be used with students of all ages, they should be adapted to reflect the different developmental levels of your students. The next section of this guide provides background information which places drug prevention education in a developmental context for teachers. It also offers suggestions on topics appropriate to cover with students of different ages.

The information is presented in three grade clusters: grades K–4, grades 5–8, and grades 9–12, and has been adapted from *Learning to Live Drug-Free: A Curriculum Model for Prevention* (U.S. Department of Education, 1990). You are encouraged to incorporate these topics and approaches into your prevention efforts. All teachers should also consult the school's drug prevention curriculum for more comprehensive information on drug use and violence prevention approaches for students in different grades.

Teaching Prevention



GRADES K–4

Children in grades K–4 generally feel good about themselves and want to please their parents and teachers. They are also optimistic, eager, and excited about learning. Positive responses and evaluations of their efforts from parents, teachers, and others help children develop a sense of self-assurance and competence.

Young children enjoy being with other people, especially other children. They are empathic and want to help others. Adults can guide children in developing social skills and fostering positive relationships. Young children need time to engage with others of their age in simple, adult-supervised experiences from which they learn how to get along with others. During this period, children can develop the ability to say no to a request, demand, or dare from another young person.

What you can do

- Help build optimistic, positive self-perceptions in children.
- Provide positive feedback to children regarding the quality of their school work.
- Provide images of good health, connecting children with a healthy lifestyle.
- Help children assess the validity of information sources, and enhance children's ability to communicate with trustworthy adults.
- Encourage helpfulness in children because this quality will encourage strong peer relationships in later years.
- Reinforce positive peer and other social relationships.
- Structure and provide opportunities for cooperative group play to help children develop problem solving, negotiating, and decision making skills, as well as the opportunity to give and receive positive and negative feedback.

Let them know

- The difference among foods, poisons, medicines, and illicit drugs.
- That alcohol and tobacco are drugs.
- Which foods are nutritious and why exercise is important.
- Which adults, in school and out, are responsible people to whom they may go to ask questions or seek help.
- That using alcohol, tobacco, and other drugs is illegal for all children.
- That a drug-free community is a safe and happy community, and that everyone should work together to make a community one to be proud of.

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GRADES 5–8

Adolescence is a time of physical and emotional change, when young people become very concerned with their appearance and the speed at which they are developing. Young people ages 10–14 are increasingly exposed to alcohol, tobacco, and other drugs, and may begin to use them. This is a particularly critical time because the earlier the age at which they try drugs, the more likely they are to become chronic users. People who try drugs at older ages are less likely to become involved in chronic use.

Young people between 10 and 14 are beginning a process of becoming independent. They increasingly seek to make choices on their own and to spend more time with their friends and less time with their families. They believe they are invincible and are often controlled by the moment. They may act on impulse and do things that violate a value or belief, depending on the situation and the people they are with. Alcohol and other drug use often arises out of such situations.

Young people in grades 5–8 are beginning to think abstractly and to deal with the future. They can process more complex ideas and understand incongruities among words, behavior, and the consequences of behavior. During those years, young people begin to understand that there are ethical dilemmas involved in problem solving and decision making. They begin to make conscious decisions about their life, including decisions about whether or not to continue their education.

What you can do

- Focus on life skills, such as problem solving, resisting peer pressure, developing healthy friendships, coping with stress, and communicating with adults.
- Emphasize the development of healthy leisure activities, such as sports, music, art, clubs, and volunteering.
- Emphasize that remaining drug free is the best way to ensure a physically healthy and attractive body now and in the future.
- Provide information about the short- and long-term consequences of drug use. Focus on how drugs affect the human body and mind, human relationships, and their environment.
- Help students develop an orientation for the future which includes continuing their education and developing work skills.
- Stress that most people, including people their own age, do not use drugs.
- Infuse drug prevention education throughout the curriculum.

Let them know

- That the use of alcohol, tobacco, and other drugs is illegal, wrong, and harmful for young people.
- That experimenting with drugs is the same as using drugs and does carry significant risks.
- That spit tobacco, cigarettes, wine coolers, and beer are drugs that are both harmful and illegal for them.
- That there are unintended consequences of drug use, including crime, suicides, accidents, injuries, drownings, fires, HIV infection, or pregnancy.
- Emphasize the law and its consequences, and help them develop personal and civic responsibility.
- How steroids damage the body, especially the circulatory, respiratory, nervous, and reproductive systems; and why drugs are dangerous for growing bodies and developing minds.
- How drugs interfere with the performance of physical and intellectual tasks.
- How alcohol is related to early sexual behavior and the related outcomes of teenage pregnancy and sexually-transmitted diseases including AIDS.
- How AIDS is transmitted by intravenous drug use.

GRADES 9–12

Adolescents in grades 9–12 face much greater exposure to drugs than they did at earlier ages. These young people need more sophisticated information about drugs. They need to make the connection between drug use and its consequences for individuals and society. Teenagers need to understand that drug use does not fit in with establishing productive life goals.

Older adolescents are very body-oriented. They want to be physically healthy and attractive. These young people face a great deal of stress in attending school, learning how to handle relationships, dealing with societal pressures, and planning for the future. Adolescents are interested in the future. They are beginning to understand how choices they make now can have both immediate and long-term implications and consequences.

Young people ages 15–18 are increasingly able to deal with abstract concepts such as truth and justice. This maturation allows them to understand how their actions affect others' lives. Their increased ability to think and reason in the abstract allows them to consider the economic costs of drug use; the results of teen-age pregnancy; the reasons for laws; and the impact of drugs on our health care, rehabilitation, and judicial systems.

What you can do

- Emphasize the establishment of worthwhile life goals, such as continuing education and developing work skills.
- Help adolescents deal with stress and emphasize the development of healthy leisure activities, such as art, drama, music, and sports.
- Focus on life skills, such as problem solving, coping with stress, maintaining healthy friendships, and communicating with adults.
- Provide accurate, factual information from which young people can draw conclusions about the dangers of drug use.
- Focus on the ways in which drugs affect society. Make sure young people understand the many costs to society that drug use creates.
- Emphasize that they are role models for younger youth.
- Infuse drug prevention education throughout the curriculum.
- Emphasize that seeking instant gratification can result in events that change the entire direction of a person's life—a pregnancy, an arrest for drug possession, or exclusion from a sports team for drug use.
- Point out the inconsistencies between using drugs and maintaining a healthy, attractive body. Stress that drug use impairs the immune system and the link between drug use and HIV infection.

Let them know

- The legal consequences of using alcohol, tobacco, and other drugs at their age.
- That experimenting with drugs is the same as using drugs and does carry significant risks.
- How steroid use can damage the body, especially the circulatory, respiratory, nervous, and reproductive systems; and why drugs are dangerous for growing bodies and developing minds.
- How alcohol is related to early sexual behavior and the related outcomes of teenage pregnancy and sexually-transmitted diseases including AIDS.
- How AIDS is transmitted by intravenous drug use.
- The full effects and consequences of drug use on the performance of intellectual tasks.
- That drug use can affect opportunities for personal growth and professional success.
- That there are treatment and intervention resources available to them. They should be familiar with these resources.

The Olympic Spirit

This quote, from the founder of the modern Olympic Games, symbolizes the spirit of the Olympic Games. The Games are not about winning, but about doing one's personal best. All Olympic athletes are winners, not because of bronze, silver, and gold medals; but because along the road to participation in the Olympic Games, they have developed positive attitudes, beliefs, and skills which have made them strong.

Olympic athletes share many strengths, including character, integrity, vision, focus, self-esteem, self-discipline, dedication, and perseverance. They have learned to set goals and follow them through, to cope with problems and adversity in healthy ways, to handle feelings, to communicate with people from other backgrounds and cultures, and to work cooperatively as a team under one flag. These strengths help Olympic athletes cope with stresses and pressures in a positive, healthy way.

THE OLYMPIC SPIRIT AND BUILDING RESILIENCY

Olympic athletes can serve as powerful role models for young people. Television coverage of the Games captivates the attention of millions of children and adolescents worldwide. Olympic athletes possess many resiliency traits and skills that help people stay drug free, including self-confidence, a positive outlook on life, self-discipline, a sense of autonomy; and skills in communication, decision-making, goal-setting, and stress management. Olympic athletes have strong bonds with teammates, coaches, and others who engage in healthy behaviors. They have developed a sense of belonging to their team and country. As representatives of the United States, Olympic athletes uphold high ethical standards that support positive behaviors. These athletes are also reminders of the importance of good nutrition and physical activity in a healthy lifestyle. In a society where alcohol, tobacco, and other drug use is so pervasive and at times glamorized, Olympic athletes are important examples of people who are popular and successful without using these substances.

The spirit of the Olympic Games can serve as an inspiration for building resiliency among students. The many sports and competitions included in the Olympic Games are examples of healthy alternative activities for young people. The Games also teach young people important values, including honesty, fair play, and collaboration. They are a symbol of international cooperation and peaceful competition.

highlighting the similarities among people from diverse backgrounds. The Games bring together people from all parts of the world—not only the teams that compete at the event, but the international network of millions worldwide who watch them, cheer for them, and celebrate with them.

The Olympic Games are a reminder of the great things that people can achieve when they dedicate themselves to doing their personal best. The Games can serve as a powerful inspiration for building young people's skills, empowering them to successfully handle difficult situations, and helping them believe in the wonderful things that they, too, can accomplish.

THE OLYMPIC GAMES

The ancient Olympic Games took place in Olympia, Greece. These religious-athletic events were held to honor the Greek god, Zeus. The Games represented a period of peace and were symbolized by an olive branch. The first Games were held in 776 B.C., and consisted of a single 200-yard foot race. Other races and sports were subsequently added to the Games, including an endurance race, boxing, a chariot race, and others. Olympic winners were honored in poems and recognized as heroes for life. The Games were held every four years and the period of time between the Games was called an Olympiad. The ancient Olympic Games began to decline in the fifth century B.C., when cash prizes began to be offered by cities and profit became a major incentive for the competition. In 394 A.D., the Games were ended by the Roman Emperor Theodosius.

In 1894, French educator Baron Pierre de Coubertin presented the idea of reinstating the Olympic Games to an international group of sports dignitaries. Coubertin's hope was to celebrate the health, values, and artistic talent of youth; honor the individual athlete; and unite communities around the world. His suggestion was unanimously approved by the thirteen countries represented. The first modern Olympic Games were held in 1896 in Athens. The second Games were held in Paris in 1900—the first time women were invited to participate. From then on, the Games were held every four years, except for 1916, 1940, and 1944, when they were canceled due to war.

From 1896 to 1920, Olympic Games were held only for summer sports. The Olympic Winter Games were initiated in 1924. The Games were held every four years, in different cities. In 1994, the Olympic Winter Games began to alternate with the Olympic Games, so that every two years, one of them is held. The 1994 Winter Games were held in Lillehammer, Norway. The Olympic Games will be held in Atlanta, Georgia, in 1996. The next Winter Games are planned for Nagano, Japan, in 1998. The United States will also host the 2002 Olympic Winter Games in Salt Lake City, Utah.

The Olympic Rings

The symbol of the Olympic Games is a design composed of five interlocked rings. Designed by Baron de Coubertin, the rings represent the five continents of the world united at that time in the Olympic movement. The colors of the rings—blue, yellow, black, green, and red—along with the white background, represent the colors used in flags of all nations.

The Olympic Torch and Flame

The tradition of an Olympic torch arises from the ancient Greek custom of lighting torches in honor of the gods. The tradition was revived as part of the modern Olympic Games in 1936 and has continued ever since. In modern times, there is a procession of the Olympic torch from Olympia, Greece to the host site of the Games. Led by the president of the Greek Olympic Committee and other Olympic officials, a torch is lit in the same manner as it was by the ancient Greeks: in the temple enclosure, a mirror is used to reflect the sun's rays onto an olive branch to start the fire. From there, the flame is passed from torch to torch by a series of runners in a relay to the host city. In a dramatic moment signaling the official start of the Olympic Games, the flame is used to light a cauldron at the stadium which burns throughout the Games. The flame serves as a symbol of the spirit, knowledge, and life of the nations of the world. The flame is extinguished at the Closing Ceremony.

The Olympic Motto

The Latin words "Citius, Altius, Fortius," which are translated as "Swifter, Higher, Stronger," are the Olympic motto. They express the aspirations of the athletes in the Olympic Movement.

The United States Olympic Committee

The United States Olympic Committee (USOC) is the sole agency in the United States responsible for the country's representation in the Olympic Games. Its mission involves training, entering, and underwriting the full expenses for the United States teams. The USOC is dedicated to providing opportunities for American athletes of all ages. It is the guardian of the Olympic Movement in the United States.

The 1996 Olympic Games

In 1996, Atlanta, Georgia will become the third U.S. city, joining St. Louis (1904) and Los Angeles (1932 and 1984), to host the Olympic Games. The U.S. has also hosted three Olympic Winter Games—Lake Placid, New York (1932 and 1980) and Squaw Valley, California (1960).

The Games of the XXVIth Olympiad, marking the 100th anniversary of the modern Olympic Games will take place in Atlanta from July 19 through August 4, 1996. Opening ceremonies will be held July 19. As many as 200 countries may send teams to the Centennial Olympic Games, the largest number ever. More than 15,000 athletes, coaches, and team officials are expected to participate.

The 2002 Olympic Winter Games

The United States will again host the Olympic Winter Games in 2002. Salt Lake City, Utah will host athletes from around the world from February 9–24, 2002.

Run to Atlanta

Competencies

Cognitive Competence

Physical Competence

Supplies

- poster-size U.S. map
- atlases or copies of U.S. map
- rulers

OBJECTIVES

Students will:

- use problem-solving skills to determine the distance to Atlanta and calculate the number of laps required to cover the distance
- enhance fitness skills by running laps
- practice teamwork, cooperation, and communication skills.

BACKGROUND

The ability to contemplate different solutions is a critical cognitive skill for young people to develop. The understanding that there are many possible routes to get from point A to point B will serve them greatly when they face an obstacle or difficult situation. This cognitive skill can also be applied to situations related to health and fitness. Young people who have knowledge and skills related to healthy living are more likely to choose activities that promote their well-being and avoid unhealthy behaviors like using drugs.

Olympic athletes are vivid examples of fitness, strength, and ability. To stay physically fit for optimum performance, these athletes must follow a rigorous exercise routine. While few people will ever achieve the level of fitness of an Olympic athlete, studies show that everyone can benefit from some form of physical activity—be it running, playing a sport, or simply walking. Young people need to understand the benefits of being physically fit and be aware of the many healthy and enjoyable activities that are available to them.

This activity provides an exciting, multi-disciplinary way to involve students in exercising their problem-solving skills while also engaging in a basic physical activity—running.

PROCESS

1 Ask students to name some of the activities that are part of the Olympic Games (such as figure skating, gymnastics, swimming). Keep a list on the board. Ask students to name other types of physical activities such as aerobics, walking, or mowing the lawn. Why is it good to be involved in physical activities? Here are some examples:

- builds fitness
- burns calories
- reduces stress
- makes you look better and feel better

2 Explain to students that over the course of the next several weeks or months, they will be collectively "running to Atlanta." On the large map of the U.S., have a student locate your city. Have another student locate the site of the 1996 Olympic Games—Atlanta, Georgia (or, using a world map, the site of the 1998 Olympic Winter Games, Nagano, Japan; or Salt Lake City, Utah—host of the 2002 Winter Olympic Games). Draw a line between the two cities. Distribute atlases or copies of U.S.

maps with a mileage scale. Ask students how they can determine the distance from your city to Atlanta.

3 In groups, have students determine that distance. Have groups share their answer and how they arrived at it. Discuss the different methods of problem solving used.

4 Have students work with the physical education teacher to measure the distance around their school's track or gymnasium. Determine how many laps would constitute one mile. Then have students calculate how many laps it would take to run the equivalent of the distance from your city to Atlanta. If everyone in the class ran one lap, and you added all of the laps together, how far would the class travel?

5 As part of the physical education period, recess, or other appropriate time during the week, have students run (or cover the lap distance by walking, skipping, in a wheelchair, etc.). Encourage students to join together in pairs or teams to run the laps. Keep a notebook in the classroom for students to keep track of how many laps they have run. Consider organizing a race between classrooms in a grade level or across the school. Invite teachers and other school personnel to participate.

6 Once a week, have students add up the number of miles they have collectively covered. Have them chart their progress on a wall diagram or map, moving closer to their goal each time they run.

7 As students get closer to reaching their goal, have them check on their progress on a daily basis. When only one lap is left, draw a finishing line in chalk on the spot that will complete their journey and tie a ribbon above it. Have all students complete the final lap together and hold a celebration when they reach Atlanta.

VARIATIONS

For younger students:

- Ask students to determine the number of states through which they would travel if going to Atlanta. Discuss different routes that one might take.
- Organize students into Olympic training teams in physical education class and hold an Olympic-themed sports day at the end of the year.

For older students:

- Divide students into groups and have them research and calculate the exact mileage from the Olympic Village to their school's gymnasium.
- Limit the math functions each student group may use to determine the distance. For example, one group may only use addition, while another must demonstrate their answer using division, and another using fractions.

Going for the Gold

Torch Run for Prevention

Study the history and symbolism of the Olympic Torch and Flame with the students (see page 13 for more information). Explain that as the torch travels from city to city it brings the excitement of the Olympic Spirit with it and shares the ideals of that spirit with the members of the communities it travels through.

As a means of making your community aware of your school's drug and violence prevention efforts and your participation in the Olympic Spirit: Building Resiliency in Youth project, organize a prevention "torch" run. Invite students to help share their message about drug and violence prevention with their community. Have students create posters, banners, and "torches" to carry their message. Work with the mayor, school superintendent, school board, community drug prevention coalition, and others to make this a community-wide event to raise public awareness of and participation in these prevention efforts.

Make On-Target Decisions

Competence

Cognitive Competence

OBJECTIVES

Students will:

- examine different decisions that Olympic athletes must make
- learn and practice using a decision-making model which they can apply to their own lives.

BACKGROUND

Adolescent drug use and violence often arises in situations when peers are together. Depending on the friends they are with and the situation, young people often act impulsively, without carefully considering the consequences of their decisions. They need to be aware of the short- and long-term consequences of their decisions and of how these decisions affect others. As part of your efforts to strengthen students' cognitive competence, it is important to help them develop skills to make responsible decisions.

Students must learn the steps to making a good decision. They also need to practice decision making with real life dilemmas. Such rehearsing enables them to establish habits of thinking that will be helpful when they confront real decisions.

Research has shown that effective decision-making skills (e.g., ability to generate several possible solutions, and choose a solution from among alternatives) are related to positive adjustment in children and adults. Decision-making skills help young people cope with transitions and challenges and make healthy choices, including the choice not to use alcohol, tobacco, and other drugs or to resort to violent behavior.

PROCESS

1 Explain that in addition to becoming experts in their sports, Olympic athletes must also master other important skills that will help them achieve their goal. One of these skills is decision-making. Throughout their preparation for the Olympic Games, the athletes will have to make thousands of decisions. Ask the class to brainstorm about the types of decisions an athlete may have to make. Here are some examples:

- choosing a coach
- selecting where to train
- deciding on how much time they will devote to training

2 Explain that it is important to have a system to guide you in making important decisions. Introduce to the students the following decision-making model:

- identifying a situation
- listing alternative solutions
- considering possible consequences of the alternatives
- selecting the best solution for the situation and acting
- evaluating the effectiveness of the decision

Emphasize that it is very important to consider the consequences of each possible solution in order to make a responsible decision. Ask students to use the questions

that are part of *the Responsible Decision-Making Model:**

- is it safe?
- is it legal?
- is it healthy?
- does it follow the rules and laws of my family? school? community?
- does it show respect of self? others?

3 Ask students to pretend that they are an Olympic athlete in training. Divide them into groups and give each group one of the following scenarios. Ask them to use the decision-making model to decide what they would do.

- You are asked to appear in a commercial for an unhealthy product (i.e., high fat snack food, cigarettes, beer, etc.). The money offered is enough to pay for all of your training expenses.
- You are running in a marathon and a competitor falls and gets hurt. If you stop, you will lose your first place position.
- You are training very hard to make the Olympic team, but feel that you are not keeping up with your competitors. One of your teammates offers you steroids to enhance your performance. You know using steroids is illegal and against the rules of the Olympic Games.

4 Ask each group to role play their situation, demonstrating their decision. Have a member of each group explain the group's decision-making process and why they arrived at that decision. Ask the other students if they agree with it. Why or why not?

* *The Responsible Decision-Making Model (Linda Meeks and Philip Heit,* ***Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health™*** *Blacklick, OH: Meeks Heit Publishing Co., 1992, 1996)*

VARIATIONS

For younger students:

- Provide student-centered scenarios. For example, a friend asks you to ride a bike beyond the area you have permission to go. Have small groups brainstorm alternative solutions. Discuss as a class which would be the wisest decision by applying the decision-making model.
- Using two puppets or other figures, dramatize a scenario in which they must make a decision. Have each character make a different decision. Ask students which character made the best decision and why.

For older students:

- Discuss the influence of peers on one's decision-making. Stress that although peers may influence a decision, they do not force anyone into doing anything. Remind students that ultimately they must decide for themselves what actions they will take. Role play scenarios in which the decision-making model is applied in a "peer pressure" situation. Include situations involving drug use or violence.

Going for the Gold

To further strengthen students' decision-making skills, encourage them to apply the decision-making model outside of the classroom. Invite students to share the decision-making model with their parents and family. Ask them to apply it to a family decision such as where to go on a family vacation, how to celebrate someone's birthday, or how to divide family chores. Sending home a sheet which summarizes the model may be helpful for the parents.

Know Your Routine to Say No

Competence

Social Competence

OBJECTIVES

Students will:

- examine the importance of resisting offers to engage in unhealthy behaviors
- develop and practice resistance skills.

BACKGROUND

As young people move into adolescence, the influence of their peers becomes greater. The evidence is clear that drug use begins most frequently as a result of the influence of close friends and peers, rather than because of drugs offered by strangers. Children and adolescents need to develop skills and abilities that enable them to act independently and communicate effectively. This includes developing ways to resist negative influences from peers and others.

After learning techniques to resist harmful behaviors, it is extremely important that students have an opportunity to practice them in lifelike situations. Many students learn these skills and indicate that they intend to use them. However, when confronted with a real situation, they may lack the confidence or experience to use these techniques. Practicing resistance techniques gives students an opportunity to gain confidence and experience and increases the likelihood that they will employ the techniques when confronted with a real situation.

PROCESS

1 Discuss the healthy living practices an Olympic athlete must follow in order to reach his/her potential. Have students brainstorm all of the different things an Olympic athlete must do. Some examples include,

- eating balanced meals and practicing good nutrition habits
- exercising daily
- refraining from smoking
- practicing safe sporting techniques to avoid injuries.

Ask students if they follow the same practices. Stress the importance of doing so in order for students to achieve *their* potential.

2 Explain that in order to maintain healthy, high performing bodies and focused minds, Olympic athletes must resist invitations to engage in unhealthy behaviors. They must develop ways to say no to offers of unhealthy substances, such as alcohol, tobacco, and other drugs, and performance enhancing drugs such as steroids. The use of performance enhancing drugs is strictly forbidden by the International Olympic Committee, which tests athletes for drugs and has the authority to suspend them if they test positive.

3 Brainstorm with students different ways that they can say no when invited to use unhealthy substances or become involved in unhealthy activities.

(This could be done as a follow-up to the decision-making activity in the context of putting your decision into action.)

4 Share with the students that Olympic athletes often have their own personal, pre-race routine which they use just before they mount the diving board or balance beam or move to the starting block. Because these are stressful but very important situations, the routine is designed to keep them focused on what they are about to do—it reminds them of what they know, their skills and abilities, and where they want to be at the end of the race. They might repeat a certain phrase to themselves over and over. They might close their eyes for a moment before starting and visualize the outcome or their ultimate goal. Ask students if they have ever used such a routine. Have the class share examples.

5 Explain that it is often helpful to have a personal routine that you can use when faced with pressure to do something unhealthy or that you consider wrong. This routine may involve keeping yourself focused by thinking to yourself: "This is wrong, and I will not do it." It may also be helpful to have a response that you can use in such situations.

6 Have students work in pairs to develop a response that they would use to resist an offer to engage in an unhealthy activity. You may need to provide the scenario (i.e., an offer to smoke, an invitation to a party at which alcohol will be served, or a challenge to fight after school). Emphasize that the response should be *assertive* (standing up for yourself in a firm, clear, positive way and saying no or stating your position in a way that does not hurt others, threaten them or put them down) but not *aggressive* (use of words or actions that are disrespectful or hurtful to others). For example:

Assertive response:
"No, I do not want to smoke. It makes my breath smell bad," stated firmly while looking the person making the offer directly in the eye.

Aggressive response:
"You idiot, that's a stupid idea," shouted while shaking a fist towards someone.

7 Have each pair present a brief role-play demonstrating their resistance routine in action. After each role-play, ask for students' comments. How would they have responded?

VARIATIONS

For younger students:

- Provide students with a scenario in which resistance skills must be used and ask for volunteers to role-play the response. After several pairs have demonstrated their techniques, discuss what was most effective about each one.
- Use puppets, action figures or other characters to demonstrate resistance skills to the students.

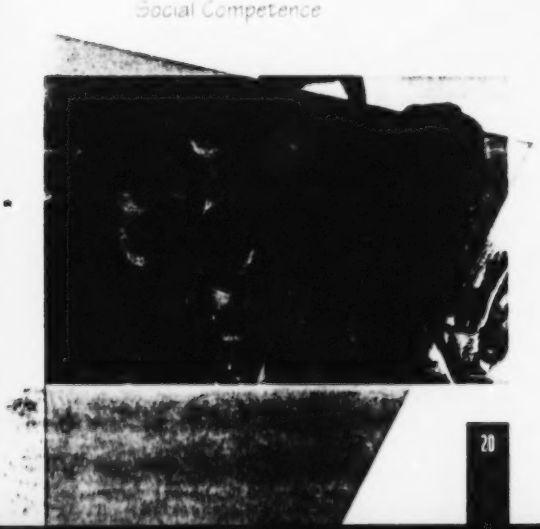
For older students:

- Have each student write a 3–4 sentence "real life" scenario in which resistance skills must be used. The scenarios might focus on offers of alcohol, tobacco or other drugs, or encouragement to break rules or laws. Collect all ideas and have pairs draw one from a basket and role-play for the class. Have the class offer constructive feedback on the effectiveness of the resistance technique used. For example, was it persuasive, and did the body language match the verbal message?
- Discuss the negative short and long-term health effects of using steroids and ask students how they would resist an offer to use them. Stress that use of steroids is strictly forbidden in the Olympic Games.

Express Your Feelings

Competence

Social Competence



OBJECTIVES

Students will:

- identify different feelings and emotions
- practice appropriate ways of expressing and communicating feelings using "I"-messages.

BACKGROUND

As children grow into adulthood, they experience many physical, psychological, and social changes which raise a wide range of feelings. Young people are often anxious to fit in, nervous about relating to the opposite sex, embarrassed by sudden growth, and excited by their increasing independence. At the same time, they often have difficulty identifying and communicating their feelings. As a result, they may act in inappropriate, aggressive ways, or internalize their feelings, leading to depression or withdrawal. They may turn to drug use or violence as a way to cope with feelings.

Young people need effective skills to identify feelings and handle them in positive ways. They need to develop constructive and appropriate means of communicating their feelings. One way to verbalize feelings is to use "I" statements, such as "I feel confused when you treat me like that." By identifying and communicating feelings appropriately, young people can help prevent stress and depression, as well as the related harmful behaviors of drug use and violence.

PROCESS

1 Begin a discussion on feelings by asking students to put themselves in the shoes of an Olympic athlete. What are some of the feelings that he or she might have while participating in the Olympic Games? List answers on the board. Ask students how we can tell how a person is feeling by his or her facial expressions, body language, actions, and words. Working in pairs, have students select three emotions and complete these sentences:

The Olympian feels _____ when...
He/she expresses it by...

For example,

The Olympian feels proud when she receives a medal.

She expresses it by standing tall, smiling broadly and raising her arm in victory.

Have student pairs share their sentences with the class. Have students role-play their sentences.

2 Explain that we all experience a range of feelings every day. Sometimes they are intense, other times they are mild. Emphasize that feelings alone are not good or bad, but how you behave as a result of your feelings can be right or wrong. For example, it is okay to feel angry, but it is wrong to hit someone because you are angry. Have students identify feelings they have experienced and how they expressed those feelings.

3 Introduce "I"-messages as a way to share feelings without blaming others.

Place the following model on the board:

I FEEL _____ (feeling word) WHEN _____ (action or behavior)

Model and discuss sample "I"-messages. Some examples:

- I feel great when I get a good grade.
- I feel upset when someone teases me.
- I feel disappointed when you forget to call me.

Discuss the fact that others are more likely to listen and respond if the students express their feelings appropriately. In small groups, have students brainstorm other feelings they experience and create "I"-messages. Trade "I"-messages with another group, and decide if statements fit the criteria of an "I"-statement. Discuss to whom these statements can be directed—the person to whom it is directed, or to another person who might be able to help.

4 Answer the following questions to follow-up on the activity:

- Why is it important to express your feelings?
- How can "I"-messages be used to deal with a problem with a friend?

(Activity adapted from Connections Kit. U.S. Department of Education, 1993)

VARIATIONS

For younger students:

- Have students draw a silhouette of their heads and fill it with sentences or symbols about how they feel in a particular situation. For example, when they win a T-ball or soccer game, after their dance or music recital, or when someone teases them.
- Give the students a feeling word and have them act it out using facial expression and movement.
- Have students complete the following sentences to practice communicating feelings:

  I feel happy when...

  I feel sad when...

  I feel angry when...

  I feel excited when...

For older students:

- Have students role-play situations involving complex feelings such as being unsure of the future, being rejected by a friend, or experiencing the death of a family member.
- Have students keep a journal for one week and record at least 5 different feelings they experienced, describing the situation and how they expressed each feeling.
- Have the students write about a time when they did not handle their feelings well. Tell them to turn back the clock and write what they wish they had done.

Going for the Gold

Understanding Verbal Violence

As a follow up to this lesson on how to appropriately and constructively express feelings using words, discuss the power of words with students. In the lesson just completed, words were used to help identify an uncomfortable situation and bring it to the attention of another. Ask the students if words can also hurt someone. Introduce the idea of verbal violence. Like physical violence—doing bodily harm to another person by hitting, kicking, biting—verbal violence is using words to hurt another person. Examples of verbal violence include calling someone names; making fun of their appearance, ideas, or abilities; or teasing and taunting.

Ask students if they believe the rules of good sportsmanship which govern participation in the Olympic Games permit verbal violence? Why or why not?

Does "good sportsmanship" apply only to sports, or could it also apply to the classroom? Review the class rules regarding behavior. Do they prohibit fighting or violence? Ask students if this should also include verbal violence if it is not specifically addressed. Why or why not? Come to a class agreement on rules governing verbal violence in the classroom.

Reach for Your Dreams

Competence

Goal-Oriented Competence

OBJECTIVES

Students will:

- explore the process of setting goals
- make a plan to achieve a short-term goal.

BACKGROUND

The ability to set and reach goals is an important part of developing a sense of autonomy, independence, and self-confidence. Children and adolescents are often focused on the "here and now" and fail to understand the process of goal-setting. They need to be aware of the importance of setting a goal and that the process for reaching it involves identifying realistic steps, creating a timeline, and following through.

It is also crucial for students to understand how harmful behaviors, such as drug use and violence, can interfere with the achievement of a goal. A good starting point for addressing goal-setting with students is to have them consider a short-term goal—such as reading a book by a certain date—and the steps required for achieving it. Once students master the process of goal-setting, they will be able to apply it to a long-term goal, such as going to college. This activity is a good preparation for the activity "Chart the Course to Your Future."

PROCESS

1 Ask students to define a "goal" (a desired achievement toward which a person works) and give examples. Discuss how some goals are short-term goals, like not eating any junk food today, and others are long-term, such as going to college or seeking career training. Have students suggest examples of short-term and long-term goals.

2 Discuss how goals are related to values. For example, if your family is very important to you, then one of your goals may be to do an activity with your family on the weekend. If education is an important value to you, one of your goals may be improve a grade in a class. If your family places value on good health, one of your goals may be to become a runner, learn to swim or play tennis, or develop healthy eating habits.

3 Tell students that no matter what your goal is, you must work toward achieving it. There are measurable steps that must be taken. For example, if an Olympic athlete's goal is to have his or her parents attend the Olympic Games, there are many steps that he or she can take to make it happen. Ask students to brainstorm what some of these

steps may be and put a list on the board. Some of the steps they may consider are:

- meet with family members
- confirm the dates of the event
- search for travel options and inexpensive tickets
- have family members start a fund to finance the trip

4 Ask students to think for a few moments about one of their short-term goals. It may be to improve a grade in a particular class, write a term paper by a certain date, study for an exam, or another goal.

5 Have students work in pairs sharing their goal and helping each other plan the steps they need to take to reach their goal. Each student should prepare a chronology or timeline, listing the steps in the order they will be taken. Ask students if they see a progression. Are certain steps building on others?

6 Ask students to illustrate the steps in the form of a road map with the road starting in the present and leading them into the achievement of the goal they have chosen. Along the way there might be signs that state some of the steps the student will take or indicating challenges. At the end of the road, have the students draw something that represents achievement of their goal.

7 Have students share their drawings with the class. Display student road maps in the classroom.

VARIATIONS

For younger students:

- Have students write their name, age, where they go to school, where they live, what they do best, what they do for fun, and what one personal goal is.
- Read to the class the story of someone who has achieved a goal and discuss the steps he/she took to get there.

For older students:

- Focus the process outlined above on more relevant activities such as finding a part-time or summer job or saving money for a senior trip or for college.

Going for the Gold

Planning a Class Olympic Games Day

Have students set a goal of having a class Olympic Games day and then plan the steps to their short-term goal as a group. Invite the physical education instructor to come to your planning session for technical advice and creative brainstorming.

Have students list the steps involved in organizing the event and then put them into a timeline sequence on the chalkboard. Organize students in pairs and have them determine which pairs will be responsible for each step. Provide time as appropriate for students to work in their pairs and report back on their responsibilities.

Students also need to understand that sometimes unforeseen obstacles are encountered, and the steps they have identified cannot be completed as planned. To help students gain a deeper understanding of the importance of both flexibility and contingency plans, discuss some possible difficulties they may encounter with their planned Olympic Games day. What would they do in the event of rain, for example.

Ask students to think of ways in which their parents could be involved in the Olympic Games day. For example, they could assist as team captains, referees, and/or activity hosts. Have students prepare a letter inviting parents to volunteer at the field day. Each student can take the letter home and ask his or her parent(s) to participate.

Chart the Course to Your Future

OBJECTIVES

Students will:

- picture themselves in the future
- explore how to achieve their goals for the future.

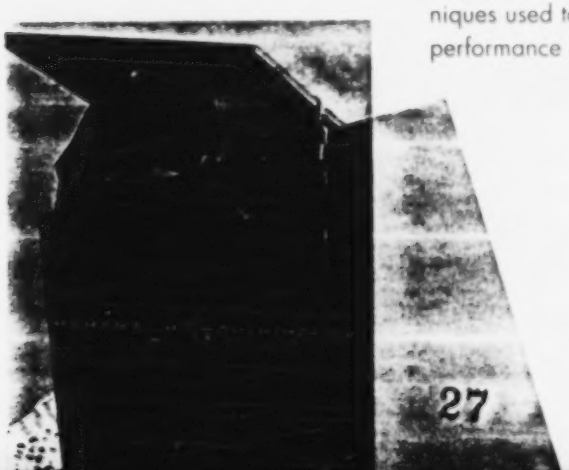
BACKGROUND

Young people often concentrate on the "here and now" and lack a concern for the future. A strong desire to belong creates the need to behave like their peers. As a result, young people may do something they consider wrong because at that time it seems okay and fun, or because they are afraid that their friends will reject them if they refuse to participate. Alcohol, tobacco, and other drug use often occurs as a result of such situations. An essential component of drug prevention education is to encourage students to think about the future. Students who establish goals for the future, such as making a varsity sport, graduating from high school, or attending college, are less likely to become involved with these harmful substances.

PROCESS

1 Begin a class discussion on why it is important for Olympic athletes to establish goals for the future and work toward those goals. In order to achieve the goal of competing in the Olympic Games, athletes must train on a regular basis and establish specific objectives toward which they strive. Emphasize that part of making plans is realizing the consequences of your choices. For example, athletes know that if they miss training sessions or fail to eat properly, their performance could be affected negatively and they might not be chosen to be a part of the U.S. Olympic team. Stress the importance of athletes' making plans for the future and being aware of how their actions can affect these plans.

2 Highlight how the use of alcohol, tobacco, and other drugs can prevent athletes from achieving their goals for the future. Mention that in the Olympic Games the use of illegal drugs such as marijuana, cocaine, and heroin, as well as "doping" techniques used to enhance athletic performance are not allowed.



3 State that drug use can prevent all of us, athletes or not, from achieving our goals for the future. Ask students to give examples of some of the goals that they have for the future. They might mention goals related to higher education, work, and/or relationships and family. Stress the importance of setting realistic, achievable goals. Allow students to discuss their plans for achieving their goals.

Optional Activity:

- To prepare students for writing their essays, ask them to make a rough drawing showing the life they would want to have 10 years from now; 20 years from now. Ask them to include in their sketch five goals they would hope to have reached by then.
- Divide students into groups and ask them to share their drawings with each other and discuss what they included and why.

4 Ask students to create a short essay (2–3 paragraphs) about one of their personal goals for the future and how they plan to achieve these goals. Encourage them to include reference to what they already have going for themselves that will help them reach their goal. For example, skills, talents, interests, and opportunities.

5 Have students volunteer to read their essays to the class, and share their sketches. Discuss common themes and approaches in the students' essays, highlighting the many things that students can do now to achieve their goals for the future.

VARIATIONS

For younger students:

- Have students write a paragraph about one goal for the future.
- Rather than having students write an essay, have them create drawings and share them with the class.

For older students:

- Have students include in their essays how drug use could prevent them from reaching their goals for the future.
- Have students research and write about a person whose life was negatively affected by the use of drugs. Ask them to think about how that person's life might have been different if he or she had not used drugs.

Going for the Gold

Clearing the Hurdles

Many athletes overcome tremendous odds to achieve their dream of competing as a member of the U.S. Olympic Team. Have students investigate the biographies of inspirational athletes who persevered even in the face of adversity, such as:

- Wilma Rudolph, who had polio as a child but went on to become the first American woman to win three gold medals in track.
- Billy Mills, who grew up an orphan on an Indian reservation, and who barely qualified for the 10,000-meter team but went on to become the first American to win the 10,000-meter run in record time.
- Pablo Morales, who after earning a silver medal in his first Olympic competition in 1984, did not make the team in 1988 and left the sport to pursue a law degree. Three years later, after his mother's death, he made a comeback in swimming, earning a place on the U.S. Olympic team and a gold medal in the 1992 Olympic Games.

Do the students know of other athletes who have overcome obstacles? What do these stories teach us about the value of persistence and about people's ability to achieve their goals despite obstacles they may encounter?

Get the Message

Competence

Physical Competence

Supplies

- poster board
- markers, crayons
- information on the health effects of alcohol, tobacco, other drugs

OBJECTIVES

Students will:

- research the negative effects of drug use
- create a prevention message for their peers
- develop cooperation and communication skills.

BACKGROUND

It is important for students to learn good health practices and understand the health consequences of risky behaviors such as drug use. The first drugs which most young people use are known as "gateway drugs." The most common of these drugs are alcohol, tobacco, marijuana, and inhalants. Studies indicate that drug use is often initiated early—sometimes as early as age eight—and that young people who experiment with "gateway drugs" are at increased risk for other drug use in later adolescence. Students need to be aware of the consequences of using these harmful substances.

Olympic athletes can serve as inspiring role models of good health practices. They must maintain healthy bodies to achieve optimum performance. They eat a well-balanced diet and follow a rigorous exercise and training routine to stay physically fit and ready for competition. They know that they should not use unhealthy substances such as alcohol, tobacco, and other drugs which would impede their ability to perform.

PROCESS

1 Ask students how an Olympic athlete maintains a healthy body. Some examples are:

- eating healthy well-balanced meals
- getting plenty of rest
- exercising.

Why is it so important for athletes to do so? (Healthy habits allow their bodies to perform at their best.) Reinforce that athletes, like other people who want to achieve something—whether in sports, academics, arts—need to maintain a healthy body in order to be able to engage in those activities.

2 Divide students into small groups. Provide each group with information on one drug. (For factual information on drugs, consult your school's drug prevention curriculum, health curriculum, or "Tips for Teens"—a series of Center for Substance Abuse Prevention brochures listed in the "Resources" section of this guide.) Ask each group to list 3–5 harmful effects of the drug that could prevent one from performing at his/her best.

3 Have each group report on what they learned, making sure that they have not missed any important points. Ask how the substance would affect the performance of an athlete and how it would affect a young person's health.

4 Using the knowledge they have gained, ask each group to think of how they would design a message targeted to their peers discouraging them from using the drug. Would they focus on its harmful health effects? What other messages do they feel would influence their peers and prevent them from using it?

5 Explain that the format of the message will be a billboard because it is large, public, and makes a bold statement. Observe that many advertisers use billboards to encourage people to do things—buy products, attend events, or use services. Ask students what sort of things they see advertised on billboards in their community. Do they know of any alcohol or tobacco products being advertised on billboards? Have them make a list of the messages displayed on those billboards.

6 Allow time for each group to create a slogan and illustration for their billboard. If possible, provide them with large sheets of butcher paper that can become billboard-style displays in the school hallway.

7 When they are completed, ask each group to share its message with the class. After each presentation, discuss the main messages that the viewers received.

8 Help students reflect on what they have learned by answering the following questions in their small groups:

- How does drug use affect physical performance? thinking? growing?
- How well did our group work together to research? to express our knowledge?
- Can advertising be used to encourage healthy behaviors?

VARIATIONS

For younger students:

- Consult your health education text book, *Learning to Live Drug-Free*, or another prevention education resource for a demonstration exercise about the effect of smoking on the lungs.
- Discuss the difference between foods, medicine, poison, and illicit drugs.

For older students:

- Hold a discussion on whether harmful health effects of alcohol or tobacco use are featured in advertising or other media portrayals of those products. Why or why not?
- Have students hold a debate on the issue of whether alcohol and tobacco advertising should be allowed to be broadcast during sporting events.

Going for the Gold

Working in collaboration with other appropriate school personnel, have students explore other media to use in conveying their message.

- *Work with the art teacher to have students create posters with expressive graphics.*
- *The drama teacher could guide students in preparing scripts for radio public service announcements that could later be read over the PA systems as a part of daily school announcements.*
- *The media arts instructor could assist the students in creating a video PSA.*
- *Music, video and drama could be combined in the form of a music video to convey the students' message.*

Ask students to think of other forms of communication for effectively reaching their peers with the messages they have designed.

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Team Up to Meet a Need

Competence

Civic Competence

OBJECTIVES

Students will:

- conduct a service activity that addresses a local need
- develop a sense of self-worth, by seeing themselves as valuable, contributing members of their community.

BACKGROUND

Community service activities are productive, healthy ways to strengthen bonds between young people and their community. When these bonds are strong, students are more likely to adhere to the rules and norms of that community, including those related to non-use of alcohol, tobacco and other drugs. Service-learning allows students to be recognized as valuable, contributing members of their communities. A sense of empowerment is created by placing students in help-giving, rather than help-seeking, roles through service activities. These activities also foster citizenship skills and a desire to contribute to the common good. As students come in contact with people from different backgrounds, ages and experience, they gain an evolving sense of who they are, and discover that they each have something special to offer.

Many schools, school districts, and states have adopted community service components in their curricula. Your school's volunteer coordinator or a local volunteer clearinghouse may be a valuable resource and collaborator for this activity.

PROCESS

1 Present the following information to students: nationally over 100 million Americans participate in volunteer service activities. These activities take many forms. One interesting example is the volunteer labor it will take to make the Centennial Olympic Games a reality in Atlanta, Georgia in 1996. Over 50,000 people will volunteer as greeters and guides, ushers, nurses, interpreters, and in many other capacities.

2 Ask students why people volunteer. Discuss the rewards of volunteering, such as:

- seeing your values put into action
- using your skills and talents to help others
- getting involved with the real world
- being exposed to different people and environments
- having something useful to do
- learning new skills
- feeling valuable and valued

3 Ask students to list problems in their community. They might mention things such as:

- litter along the highway or streets
- no after school activities for many children

Have them suggest things they could do as a class volunteer project to address some of these issues. In groups, have students suggest three activities and explain their

choices. Encourage service projects that involve students with populations different from themselves. Keep students focused on an activity they can accomplish within the timeframe and resources that are available.

Some of the following activities may be appropriate for your students:

- collecting winter coats and distributing them to homeless shelters
- running a canned food drive for a local food pantry
- beautifying your school or a local park by planting a garden or painting a mural
- growing plants from cuttings and taking them to rest homes
- assisting with a Special Olympics program

4 Have groups report back and select one activity. Have students list steps required to conduct the activity. Have groups select specific tasks and responsibilities. Be sure to help students identify tasks that allow every student to use his or her abilities in meaningful ways.

5 Plan a timeline and have students conduct the activity.

6 Have students reflect on the volunteering experience either orally or in a journal entry by answering the following: How did it feel to participate? What did we do well together? What was difficult about our teamwork? Were we able to accomplish more as a team than as individuals? Why? How is volunteering part of being a good citizen? Encourage students to explore and participate in other volunteering opportunities available in their community.

VARIATIONS

For younger students

- Give students meaningful opportunities to participate by assigning them important roles and responsibilities to prepare the classroom areas each day, including cleaning the board, collecting or distributing homework, organizing lines and taking attendance. Student teams could also prepare a bulletin board each month on a theme selected with the teacher.
- Have students create holiday cards for a local nursing home or hospital, or plant a garden or a tree on the school grounds.

For older students

- Have students create a handbook of local community service programs explaining how teens can go about becoming volunteers.
- Ask students to develop a tutoring or story-telling program for younger students.
- Have students write an article about their volunteer experience for the school newspaper.

Going for the Gold

- Have students make a giant banner for your gymnasium that lets everyone know that your school is dedicated to the "Spirit of Service."
- Develop linkages with community volunteer agencies and invite them to make a presentation to your classes. Have each class "adopt" a volunteer project.
- Conduct meetings with parents to help youth organize community activities and encourage community involvement. Consider planning and organizing community activities for senior citizens, such as shopping trips and recreational activities.

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Symbols of Diversity

Competence
Civic Competence

Materials
Art supplies

OBJECTIVES

Students will:

- discuss similarities and differences among participants in the Olympic Games as well as in the classroom
- design and present their own symbols of the diversity in their classroom, school, or community.

BACKGROUND

In addition to representing athletic excellence, the Olympic Games have come to represent a spirit of peace and brotherhood among all nations. Thousands of athletes from diverse cultures come together for competition as well as for the opportunity to share arts and culture, and develop international friendships and understanding.

Developing and strengthening an appreciation for diversity is a critical element of fostering students' civic competence. Students need to learn about other kinds of people—not just people of different races, but also people from other cultures and religions, with different abilities, and various talents and skills. Such multi-cultural explorations expand students' horizons and help them recognize that there are many similarities among people. This understanding is critically important when it comes to teaching tolerance, conflict resolution, and respect. It prepares students for life in an increasingly multi-cultural world. This lesson can be used to complement your school's existing diversity curricula or multi-cultural education efforts.

PROCESS

1 Begin a discussion on similarities and differences among people by informing students that as many as 200 countries may be represented at the 1996 Olympic Games, the most teams ever to participate in the Olympic Games. The participating athletes come from a wide array of backgrounds, cultures, and life experiences, but they all join together for a peaceful international celebration which indicates that they must also have many similarities as well as differences. Ask students to brainstorm some of the differences among the athletes. Some examples are:

- languages spoken
- foods eaten
- sports participated in

Then, ask them to brainstorm some of the similarities among athletes. Some examples are:

- their hopes and dreams
- their athletic abilities
- challenging training schedules

2 Ask students to make a similar analysis of similarities and differences among students in their classroom. What do the students have in common?

Some examples are:

- age
- hometown
- neighborhood
- hobbies

What unique things does each student bring to the class? Some examples are:

- special interests, hobbies, talents
- a different first language
- experience living somewhere else
- a different cultural perspective

Discuss with students how these similarities and differences contribute to a special learning community in their classroom.

3 Show students an illustration of the Olympic rings. Discuss the meaning of a symbol. Ask students if they know the history of the Olympic rings. Explain that when the modern Olympic Games began, the founder wished to have a symbol of the spirit of the Games. He chose to represent this by five interlocking rings representing the five continents of the world joined together in the Olympic movement at that time (countries from South America later joined the Olympic movement). The colors of the flag—blue, yellow, black, green, and red—were selected because at least one of these appears in the flag of every Olympic nation. The flag illustrates the diverse group of athletes joined for the common purpose of celebrating sport and strengthening international understanding and citizenship.

4 Divide students into small teams and instruct them to discuss how they could represent what makes their class special in a symbol that captures both the similarities and differences. Provide each group with art supplies to create their symbol.

5 Ask each group to present their symbol to the class with an explanation of the meaning behind it.

VARIATIONS

For younger students:

- Have students develop a motto for the class about respecting and valuing differences and the contributions they make to the class. Ask for assistance from parents and other community resources to have the motto translated into the different languages spoken by the students' families.

For older students:

- Ask students to share a personal experience about a time when they encountered someone who seemed to be very different from them, but they discovered many similarities.
- Have students conduct a survey of their school, neighborhood, or city to determine the number of different cultures represented. Have them express the information in the form of a mural depicting the multi-cultural mosaic of the community surveyed.

Going for the Gold

The Olympic Games are one of the world's most striking examples of peaceful co-existence. In the era of the Ancient Olympic Games, wars and hostilities were suspended in order to allow the quadrennial events to take place. Similarly, tensions have been set aside to allow the celebration of the Modern Games, with the exception of the years of the World Wars during which the Olympic Games were canceled (1916, 1940, and 1944).

- As part of the school's violence prevention and conflict resolution education, work with the art teacher to organize a school-wide contest to design a special school symbol of peace and non-violence. The symbol could take the form of a flag, a totem pole, a mandala, a composite image mural, or other art form.
- Have a group of students create a large version of the symbol to be displayed prominently in the lobby or the main hallway.
- Print the symbol on the school newspaper's masthead.
- Use the symbol on correspondence or newsletters sent to parents.

School-Wide Effort

Meaningful drug and violence prevention efforts are year-long and require the participation of all school personnel to reinforce the non-use message while building student skills and competencies. The *Olympic Spirit: Building Resiliency in Youth* project offers interested schools an exciting opportunity to extend and strengthen their drug and violence prevention efforts on a school-wide basis. The protective factors which contribute to resiliency can and should be fostered in all classes and through all teacher-student interactions. In addition to helping to strengthen student competencies, there are many things that you can do to promote a school environment that fosters resiliency. This includes providing and strengthening the protective factors of caring and supportive relationships, high and positive expectations, and opportunities to participate. It is also important to involve the family and other members of the community in these efforts.

As a teacher, you can bring the *Olympic Spirit: Building Resiliency in Youth* lessons to other classrooms and teachers, and even to the entire school. The "Going for the Gold" section, featured in some of the lessons in this teacher's guide, provides several ideas on how to involve other school personnel, parents, families, and the community in your Olympic-themed prevention efforts. We have provided some tools to assist you in involving other school personnel in your drug and violence prevention efforts.

CONDUCT A VIDEO SESSION FOR SCHOOL PERSONNEL

Invite school personnel to an in-service session on the *Olympic Spirit: Building Resiliency in Youth* project. Use this opportunity to reiterate the importance of their involvement in the school's drug and violence prevention efforts. Consider asking a staff member trained in drug and violence prevention and familiar with the resiliency concept, such as the principal, school counselor, or health teacher, to lead the session. Show the project video and distribute copies of the activity guide. Hold a staff discussion on building resiliency among students. You may want to use some of the following questions to initiate the discussion:

- What are the main factors that seem to contribute to resiliency in youth? What are we doing to foster those protective factors in our work with students?
- What other things can we do to build resiliency? as a department? faculty?
- How do you think you might be able to incorporate these materials into your work?

DISPLAY THE OLYMPIC SPIRIT POSTER

Display the *Olympic Spirit: Building Resiliency in Youth* poster in a prominent place at your school. It will generate excitement among the students and remind staff of their commitment to a collaborative, school-wide drug and violence prevention effort.

PLAN A SCHOOL-WIDE EFFORT

To maximize the effectiveness of this project and have even greater impact on students, consider working with other school personnel to integrate the project throughout the curriculum and into all-school activities. You may want to:

- Brainstorm ideas on how the project's lesson plans and activities can be incorporated into different classes across the curriculum in complementary ways. Consider team teaching lessons when possible.
- Adopt the "Olympic Spirit" as a theme for the entire school year. Use it as a means of conveying your personal as well as the school's overall expectations regarding student achievement and behavior. Hold a kick-off assembly and coordinate a recognition assembly for the culmination of the program, giving students meaningful roles in the planning and presentation of the events.
- Have students work with the health educator or science/biology teacher and the food service staff and convert your cafeteria into "Olympic Training Tables" with a focus on healthy eating habits and good nutrition. Have students prepare a fact-sheet on nutrition and healthy eating habits to take home and share with their families.
- Have students create a newsletter describing your school's participation in the *Olympic Spirit: Building Resiliency in Youth*. Share it with parents and local businesses and organizations.
- Plan an Olympic Field Day as a culminating event for your class or whole school. Students could be divided into teams from different countries and each be responsible for organizing an event or part of the celebration. The event could be multi-disciplinary and involve student groups studying the countries they represent, determining how far they would have to travel for your field day from their "home country," displaying traditional arts and crafts, and so forth. The field day itself could feature activities such as "Run to Atlanta" and others which celebrate teamwork and physical competence.
- Plan other all-school activities that can be coordinated to reinforce the lessons and of creative ways to involve other school personnel such as the librarian, school nurse, counselors, principal, assistant principal, PTA, and cafeteria staff. Everyone can contribute to strengthening protective factors for students.

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Resources

The list of resource materials for the right includes general substance abuse prevention topics, as well as some suggested resources on resiliency and the Olympic Games.

The information included in this kit should provide you with an introduction to alcohol, tobacco and other drug abuse prevention.

There are many other resources available; including your school, federal, state and local government agencies and community groups. Here are some particularly helpful resources:

I. PREVENTION RESOURCES

Federal Resources

U.S. Department of Education Safe and Drug-Free Schools Program
1-800-624-0100

The U.S. Department of Education has developed several excellent alcohol, tobacco and other drug prevention materials for distribution to elementary and secondary students.

- *Challenge Newsletter*, Quarterly
- *Youth and Tobacco: Preventing Tobacco Use Among Young People, A Report of the Surgeon General*, 1995
- *Art of Prevention*, 1994
- *Success Stories from Drug Free Schools*, 1994
- *Youth and Alcohol: Selected Reports to the Surgeon General, 1994*
- *Growing Up Drug Free: A Parent's Guide to Prevention*, 1990
- *Learning to Live Drug Free: A Curriculum Model for Prevention*, 1990
- *What Works: Schools Without Drugs*, 1989
- *Drug Prevention Curricula: A Guide to Selection and Implementation*, 1988

U.S. Department of Education Videotapes

Changing Channels

Challenges the influences and misconceptions that lead young adolescents to think that alcohol use is part of growing up. Closed Captioned VHS Series Order Number: AVA19539VNB1 $45.00

K-12 Drug Prevention Video Series

A series of eight video programs designed for children in different age groups, from K-12. Available individually or as a set. Each video includes a Teacher's Guide. Closed Captioned VHS Series Order Number: BLA17538 $50.00 per video or $355.00 for set of eight.

These and other drug use and violence prevention videotapes are available from:

NTIS
5285 Port Royal Road
Springfield, VA 22161
703-487-4650

Drug-Free Schools and Communities—Regional Centers Program

The U.S. Department of Education's Safe and Drug-Free Schools' regional centers are designed to help local school districts, state education agencies, and institutions of higher education develop alcohol and drug prevention education programs by providing training and technical assistance throughout their region. Each regional center publishes resource materials and a newsletter. The regional centers will be superseded in 1996 by large, regional technical assistance centers—call the U.S. Department of Education for information.

Northeast	*516-589-7022*
Southeast	*800-621-7372*
Midwest	*708-571-4710*
Southwest	*800-234-7972*
Western	*800-547-6339*

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20852
1-800-729-6686

Provides easy access to research, reports, brochures, camera-ready materials, and a variety of topical and educational materials. Explain the grade level and subject you are teaching, and ask for assistance in identifying materials that would be age-appropriate and a current catalogue. Many materials are free. Distributes the "Tips for Teens" pamphlets suggested as a resource in the activity "Get the Message." Also distributes drug prevention materials from the Safe and Drug-Free Schools Program of the U.S. Department of Education.

PAVNET Online
U.S. Department of Justice
National Institute of Justice
Washington, DC 20531
1-800-851-3420

Partnership Against Violence NET (PAVNET) Online is a new approach to give users information about techniques for combating violence in American society. It represents the cooperation of multiple Federal agencies to quickly bring information on anti-violence programs to state and local officials via electronic media.

Information Hotline
1-800-662-HELP

Operated by the National Institute on Drug Abuse, it directs callers to local drug treatment centers. Free materials are available, including materials on alcohol and drug abuse, treatment options in your state, drug treatment referral, or information on Alcoholics Anonymous or Narcotics Anonymous groups in your area.

Commercial Publications

The U.S. Department of Education does not endorse any private or commercial products or services, or products or services not affiliated with the Federal Government. These resources are listed for informational purposes only.

Drugs, Alcohol and Tobacco
Linda Meeks, Philip Heit and Randy Page. (1994)

This 595 page teaching resource contains teaching strategies for drug and violence prevention lessons from the Pre-K level through 12th grade. Also included are both factual background and goals and philosophy for educators; background on protective factors and resiliency; suggestions on infusing prevention education in several curriculum areas and for involving parents.

Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health™
Linda Meeks and Philip Heit. (1992, 1996)

This resource book provides a state-of-the-art curriculum with the National Health Education Standards with correlated teaching strategies for drugs, alcohol, and tobacco. Teaching masters, lesson plans and background information on health-related concerns for young children and adolescents is included. The cost for either title is $48.00 plus shipping. To order or for more information, contact:

Meeks Heit Publishing Company
P.O. Box 121
Blacklick, OH 43004
800-682-6882
614-759-6166 (fax)

II. RESILIENCY RESOURCES

Additional information on resiliency is available from the *Regional Centers for Drug-Free Schools and Communities*. Many of the articles listed are by Bonnie Benard, whose writings were used in the development of this project.

Fostering Resiliency in Urban Schools, 1995

Turning the Corner: From Risk to Resiliency, 1993

Fostering Resiliency in Kids: Protective Factors in the Family, School and Community, 1991

Youth Service: From Youth as Problems to Youth as Resources, 1990

Protective Factor Research: What We Can Learn from Resilient Children, 1986

These and other publications can be obtained by contacting your regional center for Drug-Free Schools and Communities (see phone listing, page 34)

Commercial Publications

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Building Resiliency: What Works!
The National Assembly, Washington, DC. (1994)

This community guide explores the use of youth development programs as a tool for preventing alcohol and other

drug abuse by young people. The cost is $11.95, and ordering information can be obtained from:

National Assembly Publications
1319 F Street, NW, Suite 601
Washington, DC 20004
202-347-3080

Communities that Care, Action for Drug Abuse Prevention
David Hawkins. San Francisco: Jossey-Bass Press. (1992)

This book is based on the experience of drug prevention efforts in communities and schools. It explains how educators, and all concerned adults can work together to create effective drug-prevention programs. Many themes of resiliency are discussed in detail. The cost is $29.95 plus shipping and handling. Contact Jossey-Bass Press at 415-433-1767.

III. OLYMPIC RESOURCES

Olympic Games and Olympic History Readings

The Modern Olympic Games, John Lucas. New York: A.S. Barnes, 1980.

Pursuit of Excellence, The Olympic Story. Connecticut: Grolier, 1979

An Approved History of the Olympic Games, Bill and Patricia Henry, California: Knopf, 1984

Olympism, Jeffrey Segrave and Donald Chu. Illinois: Human Kinetics, 1988.

The Complete Book of the Olympics. David Wallechinsky. New York: Little Brown, 1991.

Athens to Atlanta, 100 Years to Glory. U.S. Olympic Committee, 1993.

United States Olympics Committee Resources

The following resources are available to teachers and schools from the United States Olympic Committee. The U.S. Department of Education does not endorse any private or commercial products or services, or products or services not affiliated with the Federal Government. These resources are listed for informational purposes only.

Moments of a Lifetime is a video that invites you and your students to share in the challenges and triumphs that have made America's greatest athletes champions in the Olympic Games and in life. Bob Costas is your host as Olympians take you on a thrilling personal journey through the years of vision, focus, discipline, persistence and commitment that led to the fulfillment of their dreams. Available for $13.96 by contacting:

USOC Video Request/Broadcasting Division
One Olympic Plaza
Colorado Springs, CO 80909
Please make checks payable to USOC

Share the Dream is a curriculum guide that uses Olympic ideals, history and concepts to introduce students in grades K-8 to the excitement of the Olympic Games while stimulating their minds. Creative and practical, the Olympic-based activities provided in this curriculum teach and reinforce concepts in traditional subject areas through the magic of the Olympic Games. The guide is available for $12.95 plus shipping. Contact:

Griffin Publishing
544 W. Colorado Street
Glendale, CA 91204
800-423-5789/818-242-1172 (fax)

Olympian Magazine is an action-packed magazine which features America's athletes and news about the Olympic movement throughout the world. A one-year subscription (6 issues) is provided to individuals who make a donation of $19.96 to the U.S. Olympic Society. To receive an order form, contact:

U.S. Olympic Society
Colorado Springs, CO 80977-1996

Drug-Free Posters
A series of ten different Drug-Free Posters are available from the United States Olympic Committee Drug Education and Doping Control Program for the cost of $2.00 poster, which includes shipping and handling. Include your name, organization and address, with the poster number(s) listed below and quantity desired.

1. Olympic Flame
2. Boxing
3. Track and Field
4. Swimming
5. Basketball
6. Ice Hockey
7. Skiing
8. Gymnastics
9. Cycling
10. Judo

Posters can be obtained through:
USOC Poster Request
Division of Drug Control
One Olympic Plaza
Colorado Springs, CO 80909

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Video Filming Sites

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Office of Elementary and Secondary Education

Safe and Drug-Free Schools Program

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